



Relationships and Sex Education Policy

Approved by the board of trustees on 29th April 2021. To be reviewed annually.

1. INTRODUCTION AND AIMS

This policy sets out the way that all schools in the Quality First Education trust will teach Relationships and Sex Education (RSE).

In our trust, the aims of RSE are:

- To provide a framework in which sensitive discussions can take place
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To help pupils develop feelings of self-respect, confidence and empathy
- To create a positive culture around issues of sexuality and relationships

By achieving these aims, children are also better protected from abuse in childhood and going into their adult lives. Understanding and being able to talk about their bodies, their relationships, understanding their rights and how to access help if they need to are all protective factors against abuse.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. This is done through a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

2. REQUIREMENTS AND GUIDANCE

Our approach and policy complies with the DFE's statutory guidance under [sections 34 and 35 of the Children and Social work act 2017](#) (meaning it is mandatory for primary schools to teach relationships education, from September 2020). It is also mandatory to teach health education. We meet the National Curriculum requirements to teach science, including elements of sex education in the science curriculum. We are required to have regard to [guidance](#) from the secretary of state, outlined in section 403 of the [Education Act 1996](#), other relevant legislation such as the [Equalities Act 2010](#) and the protected characteristics described therein; the [Public Sector Equalities duty](#) and this policy is also compliant with our trust's Articles of Association and Funding Agreements. Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Sex education is also recommended by the DfE but it is not compulsory in primary schools. It is up to schools to determine whether they cover any additional non-statutory content on sex education.

3. POLICY DEVELOPMENT

This policy has been developed in consultation with staff, those responsible for governance and management, other stakeholders and parents/ carers. The consultation and policy development process involves the following steps:

1. Review: a working group pulled together relevant information, including national guidance, and considered this within the context of our trust and our schools.
2. Recommendations: Trustees, senior staff, local governors and other stakeholders were given the opportunity to look at the policy and make recommendations.
3. Parent/carer consultation: parents and carers are being consulted about the policy.

4. Ratification: once amendments were made, the policy will be agreed by the trust board.

4. CURRICULUM

Our curriculum has been developed to take into account the age, needs and feelings of pupils. It brings together elements of relationships, health and sex education.

- **Relationships education** focuses on teaching the fundamental building blocks and characteristics of positive relationships including families, caring friendships, respectful relationships, online relationships and being safe.
- **Health education** elements include mental wellbeing, internet safety, puberty and menstruation.
- Most **sex education** components of our curriculum are included in the National Curriculum for science or are included in compulsory health education.
- The **non-statutory components of sex education within our RSE curriculum** are those which include age appropriate discussions on adult sexuality and how a baby is conceived and born. Schools should consult parents/carers in addition to general policy consultation about the detailed content before this is taught. This should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

For more details of our curriculum, please see the curriculum maps in [Appendices 1 and 2](#).

5. DELIVERY OF RSE

RSE is largely taught within our curriculum for Personal, Social, Citizenship and Health Education (PSCHE). Biological aspects of RSE are taught within the science curriculum see [Appendix 3](#).

The areas of learning in RSE are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents/carers, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) and reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Teaching should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

A good understanding of pupils' contexts and backgrounds and positive relationships between the school, parents and carers and local communities help to create a constructive context and any school-specific adaptations in the delivery for the teaching of these subjects e.g. mixed or separate gender groups when teaching.

6. ROLES AND RESPONSIBILITIES

- **The trust board:** The board will approve the RSE policy. Through the local governing body, the board will hold the headteacher to account for the policy's implementation.
- **The headteacher:** The headteacher is responsible for ensuring that RSE is taught consistently across the school; ensuring staff are appropriately trained and supported to deliver RSE (which may include input from visitors such as school nurses or sexual health professionals) and managing requests to withdraw pupils from non-statutory components of RSE.

- **Teachers:** Teachers are responsible for delivering RSE in a sensitive way; modelling positive attitudes to RSE; monitoring progress; responding to the needs of individual pupils; and responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of RSE. Teachers do not have the right to opt out of teaching RSE. Teaching support staff may run small group/individual RSE sessions outside of full class teaching to meet the needs of particular children. These sessions must comply with the RSE policy and any associated guidance and are fully directed by the teacher/PSCHE leader/SENCO as appropriate. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.
- **Pupils:** Children are expected to engage fully in RSE and to treat others with respect and sensitivity at all times.

7. RIGHT TO EXCUSE (WITHDRAW) CHILDREN

Parents and carers do not have the right to excuse (withdraw) their children from **relationships education, health education and the statutory sex education** teaching which is part of the science curriculum.

This is because this is a statutory requirement for primary schools to teach knowledge, attitudes and behaviours, both formally and informally, which enable all children to develop emotionally, physically, spiritually, morally, socially, and culturally; to keep themselves healthy and safe and to promote British values the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Parents and carers do have the right to excuse/withdraw their children from **non-statutory sex education** sessions (see section 4 above). These elements are clearly labelled in red on the curriculum maps at Appendices 1 and 2 (**Non-Statutory Sex Education**).

This is because the non-statutory elements of sex education are not compulsory in primary schools. These lessons have been included within the school curriculum to support children's emotional and physical development before transferring to secondary school environments.

Requests and the process for withdrawal should be written using the form in **Appendix 6**. The school will arrange to have a discussion with the parents/carers.

Good practice is described in the statutory guidance as discussing with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

Alternative work will be given to pupils who are excused from these lessons.

8. RELATED POLICIES

In conjunction with this policy, please also see:

- Q1E Child Protection and Safeguarding Policy
- Q1E Online Safety Policy
- School policies and procedures regarding behavior, anti-bullying and confidentiality.

Appendix 1: Q1E Relationships and Sex Education curriculum map - Belleville Primary School; Belleville Wix Academy; The Alton

This is an outline of some key specific learning through PSCHE, please see Appendix 4 for the full list of Relationships Education objectives covered in PSCHE, the wider curriculum and school day.

Year group & key theme	Lesson	Learning Intention	Learning Outcomes
Reception Family and Friendship	Caring Friendships	To recognise the importance of friendship.	Know that friendships can make us feel happy. Know some ways that we can make new friends feel welcome.
	Being Kind	To recognise the importance of saying sorry and forgiveness.	Know that arguing with friends and then making up can make friendships stronger. Know that resorting to violence is never right.
	Families	To recognise that all families are different.	Identify different members of the family. Understand how members of a family can help each other.
Year 1 Growing and Caring for Ourselves	Different Friends	To understand that we are all different but can still be friends.	Know that we can be friends with people who are different to us.
	Growing and Changing	To discuss how children grow and change.	Understand that babies need care and support. Know that older children can do more by themselves.
	Families and Care	To explore different types of families and who to ask for help. To identify who can help when families make us feel unhappy or unsafe.	Know there are different types of families. Know which people we can ask for help.
Year 2 Differences	Differences	Introduce the concept of gender stereotypes. Identify differences between males and females.	Understand that some people have fixed ideas about what boys and girls can do. Describe the difference between male and female babies.
	Male and Female Animals	To explore some of the differences between males and females and to understand how this is part of the lifecycle.	Describe some differences between male and female animals (terms: <i>teats, udders</i>). Understand making a new life needs a male and a female.
	Naming Body Parts	To focus on sexual difference and name body parts.	Describe the physical differences between males and females. Name different body parts (<i>vulva, penis, nipples, testicles</i>).
Year 3 Valuing Difference and Keeping Safe	Body Differences	To identify that people are unique and to respect those differences. To explore the differences between male and female bodies	Know and respect body differences between ourselves and others. Name male and female body parts using agreed words (<i>vulva, vagina, uterus, penis, testicles</i>).
	Personal Space	To consider appropriate and inappropriate physical contact and consent.	Understand that each person's body belongs to them. Understand personal space and unwanted touch.
	Help and Support	To explore different types of families and who to go to for help and support.	Understand that all families are different and have different family members. Identify who to go to for help and support.

Year 4 Growing Up	Changes	To explore the human lifecycle. To identify some basic facts about puberty.	Understand that puberty is an important stage in the human lifecycle. Know some changes that happen during puberty.
	What is Puberty?	To explore how puberty is linked to reproduction.	Know about physical and emotional changes that happen in puberty. Understand that children change into adults to be able to reproduce if they choose to.
	Healthy Relationships	To explore respect in a range of relationships. Discuss the characteristics of healthy relationships.	Know that respect is important in all relationships including online. Explain how friendships can make people feel unhappy or uncomfortable.
Year 5 Puberty	Talking About Puberty	To explore the emotional and physical changes occurring in puberty.	The main physical and emotional changes that happen during puberty. Ask questions about puberty with confidence.
	The reproductive system	To understand male and female puberty changes in more detail.	Understand how puberty affects the reproductive organs. Describe what happens during menstruation and sperm production.
	Help and Support	To explore the impact of puberty on the body and the importance of physical hygiene. To explore ways to get support during puberty.	Explain how to keep clean during puberty. Explain how emotions/relationships change during puberty. Know how to get help and support during puberty.
Year 6 Puberty, Relationships and Reproduction	Puberty and Reproduction <i>(Non-Statutory Sex Education)</i>	To consider puberty and reproduction.	Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence. <i>(What an egg is, what sperm is, where it is made, how it leaves the body, how babies are made, what a wet dream is).</i>
	Communication in Relationships	Exploring the importance of communication and respect in relationships.	Explain differences between healthy and unhealthy relationships. Know that communication and permission seeking are important.
	Families, Conception and Pregnancy <i>(Non-Statutory Sex Education)</i>	To consider different ways people might start a family.	Describe the decisions that have to be made before having children. Know some basic facts about conception and pregnancy. <i>(Terms: making love, sexual intercourse; fertilisation; pregnancy).</i>
	Online Relationships	To explore positive and negative ways of communicating in a relationship.	To have considered when it is appropriate to share personal/ private information in a relationship. To know how and where to get support if an online relationship goes wrong.
Schools may also choose to teach the following lessons	Female Genital Mutilation (FGM) <i>(Non-Statutory Sex Education)</i>	To know we all have the right to be safe.	To know how someone can be safe and in control of their body. To understand what FGM stands for. To know where to go for help.
	Respect and Equality	Explore practical steps that could be taken in a range of contexts to support respectful relationships.	Know the importance of respecting others, even when they are very different to us. Know we can all take positive steps to support equality.

Appendix 2: Q1E Relationships and Sex Education curriculum map – Churchfields Primary School

This is an outline of some key specific learning through PSCHE. Please see Appendix 4 for the full list of Relationships Education objectives covered in PSCHE, the wider curriculum and school day.

Year group & key theme	Lesson	Learning Intention	Learning Outcomes
Reception Changing Me	My Body	I can name parts of the body	Say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas. They show sensitivity to others' needs and feelings
	Respecting My Body	I can tell you some things I can do and foods I can eat to be healthy	They work as part of a group or class, and understand and follow the rules. They are confident to speak in a familiar group, will talk about their ideas.
	Growing Up	I understand that we all grow from babies to adults	Children talk about how they show feelings to others' needs and feelings Children talk about how they and others show feelings. They show sensitivity to others needs and feelings, and form positive relationships with adults and children.
Year 1 Changing Me	Life Cycles	I am starting to understand the life cycles of animals and humans	I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.
	My Changing Body	I can tell you how my body has changed since I was a baby	
	Boys' and Girls' Bodies	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus	I can explain why some changes I might experience might be better than others
Year 2 Changing Me	The changing me	I can recognise how my body has changed since I was a baby and where I am on the continuum from old to young	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.
	Boys' and Girls' Bodies	I can recognise the physical differences between boys and girls, use the correct name for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	
	Assertiveness	I understand there are different types of touch and I can tell which ones I like and don't like	
Year 3 Changing Me	How Babies grow	I understand in animals and humans lots of changes happen between conception and growing up and that usually it is the female that has the baby	I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are

Year 3 Changing Me (continued)	Babies	I understand how babies grow and develop in the mothers uterus. I understand what a baby needs to live and grow	necessary so that their bodies can make babies when they grow up.
	Outside body changes	I understand that boy's and girl's bodies need to change, so when they grow up their bodies can make babies. I can identify how boys and girls bodies change on the outside during this growing up process.	I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.
	Inside body changes	I can identify how girls' and boy's bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.	
Year 4 Changing Me	Unique me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	I can give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this.
	Having a baby (Non-Statutory Sex Education)	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I can consider and prioritise the changes I would like to make when I am older and can plan the approaches I will use to tackle these changes. I can also explain why some changes I face are out of my control and evaluate how positive feelings management can help me.
	Girls and Puberty	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	
Year 5 Changing Me	Puberty for Girls	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty and any associated emotional changes. I can relate these changes to the conception process.
	Puberty for boys	I can describe how boys' and girls' bodies change during puberty	
	Conception (Non-Statutory Sex Education)	I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby	I can consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times.
Year 6 Changing Me	Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.
	Babies: Conception to birth (Non-Statutory Sex Education)	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	
	Boyfriends and Girlfriends	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	

Appendix 3: Statutory DfE requirements for Sex Education as part of the Science Curriculum

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Appendix 4: Statutory DfE requirements for Relationships Education - what pupils should know by the end of primary school

Note: This will not be taught exclusively in discrete RSE or PSCHE lessons, it will be seen throughout the wider curriculum and the school day

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 5: DfE requirements for Health Education (Physical Health and Mental Wellbeing - what pupils should know by the end of primary school)

Note: This will not be taught exclusively in discrete RSE or PSCHÉ lessons, it will be seen throughout the wider curriculum and school day

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 6: Form/Record of Withdrawal from Non-Statutory Sex Education

WITHDRAWAL FROM NON-STATUTORY SEX EDUCATION			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from non-statutory sex education within Relationships and Sex Education:			
Any other information you would like the school to consider:			
Parent signature			

NOTES FROM MEETING
<p>Agreed actions from discussion with parents:</p> <p><i>E.g.: what has been agreed regarding withdrawal; if withdrawn, what the child will be doing instead, where they will be based, what supervision will be in place</i></p> <p>Staff Member: Role: Date:</p>